



# APPENDICES

**Table 16. The students' Initial Name of MTs N 01 Kudus****(VII-A class)**

<b>No</b>	<b>Students' Initial Name</b>
<b>1.</b>	<b>AAA</b>
<b>2</b>	<b>AAAF</b>
<b>3</b>	<b>AS</b>
<b>4</b>	<b>DNF</b>
<b>5</b>	<b>ENF</b>
<b>6</b>	<b>LNB</b>
<b>7</b>	<b>LTK</b>
<b>8</b>	<b>MT</b>
<b>9</b>	<b>MWA</b>
<b>10</b>	<b>MAF</b>
<b>11</b>	<b>MHF</b>
<b>12</b>	<b>MNA</b>
<b>13</b>	<b>MZI</b>
<b>14</b>	<b>NWS</b>
<b>15</b>	<b>NFN</b>
<b>16</b>	<b>NM</b>
<b>17</b>	<b>NFM</b>
<b>18</b>	<b>NIA</b>
<b>19</b>	<b>PNF</b>
<b>20</b>	<b>RAR</b>
<b>21</b>	<b>RF</b>
<b>22</b>	<b>RKM</b>
<b>23</b>	<b>SSM</b>
<b>24</b>	<b>SA</b>
<b>25</b>	<b>STY</b>
<b>26</b>	<b>SM</b>
<b>27</b>	<b>SA</b>
<b>28</b>	<b>TBP</b>
<b>29</b>	<b>US</b>
<b>30</b>	<b>YA</b>
<b>31</b>	<b>ZAMM</b>
<b>32</b>	<b>ZM</b>

Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		
			Teknik	Bentuk Instrumen	
<p>an singkat</p> <p>ungkapan- :</p> <p>s me the</p> <p>il please!</p> <p>. here you</p>	<ol style="list-style-type: none"> <li>1. Tanya jawab yang berkaitan dengan materi</li> <li>2. Membahas kosakata dan tata bahasa: <i>noun, adjective, adverb, noun phrase</i></li> <li>3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai</li> </ol>	<p>* Bertanya dan menjawab berbagai informasi :</p> <ol style="list-style-type: none"> <li>1. Meminta dan memberi jasa</li> <li>2. Meminta dan memberi barang</li> </ol>	<p>Unjuk kerja</p> <p>Tes Lisan</p>	<p><i>Bermain peran</i></p> <p>Merespon ungkapan</p>	<p>1. <i>Pe with yo front cl</i></p> <p>2. <i>Li. expro. re. exam</i></p>

**Kelas : VII (tujuh)**

**Mata Pelajaran : Bahasa Inggris**

**Semester : 2 (dua)**

**Standar Kompetensi : 9. Berbicara**

**mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat**

[illegible]

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta	<p>2.A : <i>Give me the paper Please!</i> B : <i>Sure, here it is.</i></p> <p>3.A: <i>Did you come here yesterday ?</i> B : <i>I did</i></p> <p><i>Tata Bahasa</i></p> <ul style="list-style-type: none"> <li>- <i>Verbs: Like, need, want</i></li> <li>- <i>Simple Past Tense</i></li> </ul> <p><i>Kosakata</i></p> <ul style="list-style-type: none"> <li>- <i>Kata Terkait tema dan jenis teks ungkapan baku</i></li> <li>- <i>Here it is</i></li> <li>- <i>Here you are</i></li> </ul>	<p>4. Berlatih dengan teman menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi</p> <p>5. Bermain peran menggunakan ungkapan yang telah dipelajari.</p>	3.Meminta dan memberi fakta	Unjuk kerja	Bermain peran	<p><i>please.</i></p> <p><i>b. Give me the paper, please.</i></p> <p><i>c. Did you come late?</i></p> <p><i>3. Create a dialogue based on the role cards and perform it.</i></p>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )								•

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Tekun ( <i>diligence</i> )								
Tanggung jawab ( <i>responsibility</i> )								
9.2 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) & interpersonal (bersosialisai) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dantidak suka, meminta klarifikasi, merespon secara interpersonal	1. Percakapan singkat memuat ungkapan-ungkapan :  Contoh :  A : <i>What do you think of this?</i>  B : <i>Not bad</i>  A : <i>I like tea</i>  B : <i>I don't</i>  A : <i>Are you sure</i>  B : <i>I am</i>  A : <i>Do you?</i>  B : <i>I do</i>	1. Mendengarkan dan merespon pertanyaan tentang topik materi yang akan disampaikan  2. Mendengarkan dan merespon pembahasan tentang kosakata dan tatabahasa yang terkait dengan topik materi yang akan disampaikan  3. Mendengarkan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari  4. Menirukan model percakapan transaksional dan interpersonal dengan	Bertanya dan menjawab berbagai Informasi :  1. Meminta & memberi pendapat  2. Menyatakan suka dan tidak suka  3. Meminta klarifikasi  4. Merespon secara interpersonal	Unjuk kerja  Tes lisan  Unjuk kerja  Tes lisan	Bermain peran  Daftar pertanyaan  Bermain peran  Menjawab singkat	<i>Perform a dialogue about asking and giving opinion with your own words!</i>  <i>Answer the following questions orally!</i>  <i>Create a dialogue based on the role cards and perform it</i>  Give your positive response  a. Do You ? b. Are You ? c. Can You ? d. Does she ?	4x40 menit	<i>Script</i> percakapan dalam buku teks  <i>Script</i> otentik  Rekaman percakapan  Alat peraga



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	2. Tata Bahasa - Verb be - Verb do - Verb have  3. Kosa kata • Kata terkait tema • Kata terkait jenis teks  4. Ungkapan Baku • Wonderful ! • Excellent !	topik materi yang dipelajari  5. Melakukan percakapan transaksional dan interpersonal dengan teman dengan materi yang dipelajari						
❖ Karakter siswa yang diharapkan :	Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )							

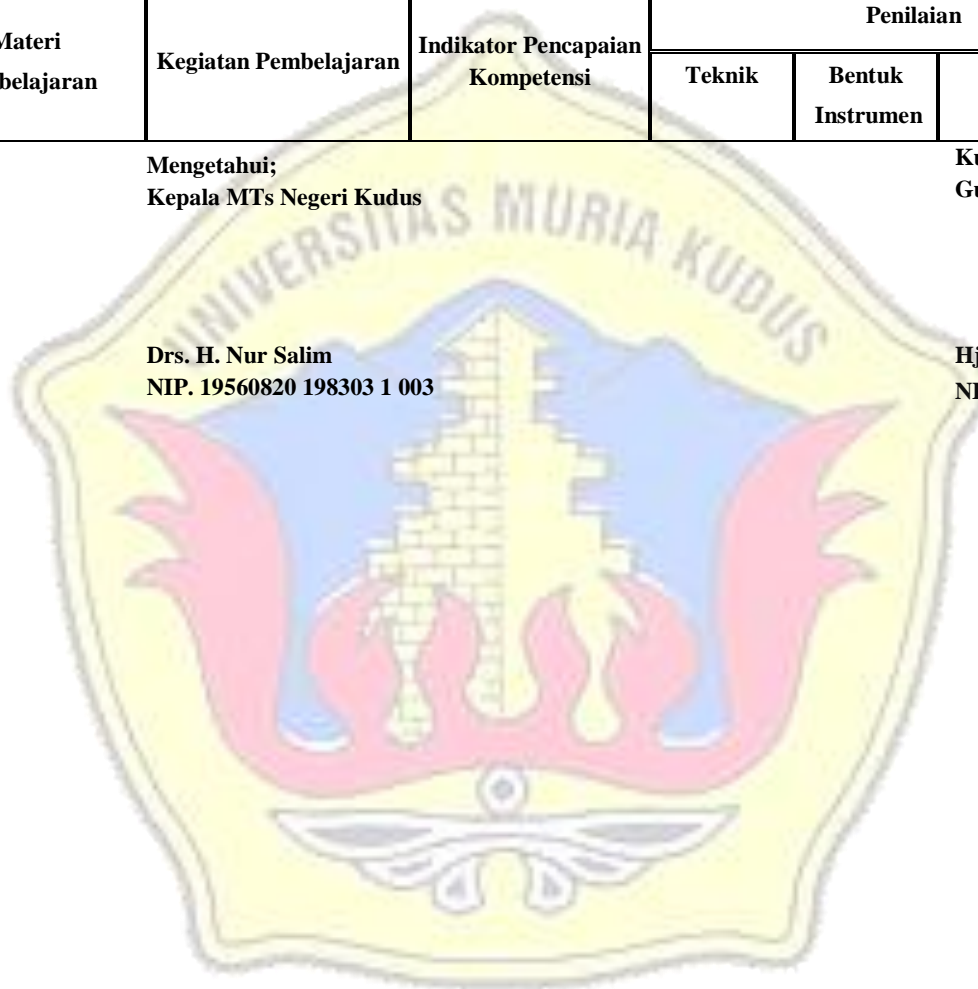
Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

Mengetahui;  
Kepala MTs Negeri Kudus

Kudus, Juli 2011  
Guru Mapel Bahasa Inggris,

Drs. H. Nur Salim  
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## SILABUS PEMBELAJARAN

**Sekolah** : MTs Negeri Kudus

**Kelas** : VII (tujuh)

**Mata Pelajaran** : Bahasa Inggris

**Semester** : 2 (dua)

**Standar Kompetensi** : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	1. Teks fungsional pendek berbentuk : <ol style="list-style-type: none"> <li>1. Instruksi</li> <li>2. Daftar barang</li> <li>3. Pengumuman</li> <li>4. Ucapan selamat</li> </ol> 2. Tata Bahasa <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• Quantifiers</li> </ul> 3. Kosakata <p>Kata terkait jenis teks</p> 4. Ungkapan Baku <ul style="list-style-type: none"> <li>• Well done</li> <li>• Congratulations</li> <li>• Happy birthday</li> </ul>	<ol style="list-style-type: none"> <li>1. Tanya jawab yang berkaitan dengan materi</li> <li>2. Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb</li> <li>3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi</li> <li>4. Mendengarkan teks fungsional / pendek</li> <li>5. Menjawab pertanyaan tentang isi teks yang didengar.</li> <li>6. Menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi dengan teman berpasangan</li> <li>7. Menggunakan ungkapan-ungkapan sesuai</li> </ol>	Mengungkapkan makna dalam teks fungsional pendek berbentuk : <ul style="list-style-type: none"> <li>- Instruksi</li> <li>- Daftar barang</li> <li>- Pengumuman</li> <li>- Ucapan selamat</li> </ul> <ul style="list-style-type: none"> <li>▪ Memberi instruksi secara lisan.</li> <li>▪ Menyebutkan daftar barang tertentu.</li> <li>▪ Mengumumkan sesuatu</li> <li>▪ Mengucapkan selamat</li> </ul>	Unjuk kerja	Uji petik berbicara	<ol style="list-style-type: none"> <li>1. <i>Give instruction to your friend orally based on the picture.</i></li> <li>2. <i>Mention the things you find in ...</i></li> <li>3. <i>Announce a certain information to your friend</i></li> <li>4. <i>Say something to your friend when ...</i> <ol style="list-style-type: none"> <li>a. <i>He/She got good score at english test</i></li> <li>b. <i>won the game</i></li> </ol> </li> </ol>	4x40 menit	- Script percakapan dari buku teks - Alat peraga

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		dengan materi dalam keadaan/situasi nyata						
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )								



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

Mengetahui;  
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Table 17. The Score of Students speaking skill in preliminary study

NO	Students' Initial Name	Aspects					TOTAL ( $\sum$ score x 4)
		pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AAA	3	2	2	3	2	48
2	AAAF	4	3	4	3	4	72
3	AS	3	3	2	2	2	48
4	DNF	3	4	3	4	3	68
5	ENF	3	2	3	2	2	48
6	LNB	2	3	2	2	2	44
7	LTK	3	2	3	2	2	48
8	MT	4	5	4	5	5	92
9	MWA	3	3	2	2	2	48
10	MAF	2	3	2	2	3	48
11	MHF	2	3	3	2	2	48
12	MNA	3	4	3	4	3	68
13	MZI	4	5	4	5	5	92
14	NWS	2	3	2	2	2	44
15	NFN	2	3	3	2	2	48
16	NM	3	3	4	4	3	68
17	NFM	3	2	3	2	2	48
18	NIA	4	3	4	3	4	72
19	PNF	3	3	2	2	2	48
20	RAR	4	5	4	5	5	92
21	RF	3	2	3	2	2	48
22	RKM	4	3	4	3	4	72







## LESSON PLAN CYCLE I

School	:	<b>MTs N 01 Kudus</b>
Subject	:	English
Class /Semester	:	VII / 2
Standard competent	:	10. Speaking
Basic competence		Express the meaning in spoken functional text and very simple short monologue in form of procedure and descriptive to interact with the nearest environment.
		10.2
	:	Express the meaning in very simple short monologue by using an accurate spoken language, fluent and acceptable to interact with the nearest environment in form of procedure and descriptive.
Indikator	:	<b>Speaking</b> <ol style="list-style-type: none"> <li>1. The students are able to identify the characteristic of prochedure text.</li> <li>2. The students are able to identify a verb with the correct intrepetation.</li> <li>3. The students are able to make a procedure by using spoken language.</li> </ol>
Genre	:	<i>Procedure</i>
Skill	:	Speaking
Time allocation	:	6 x 40 minutes

### A. Aim of Learning

The students are able to make a procedure text by using an accurate spoken language, fluent and acceptable to interact with the nearest environment.

## B. Learning Material

### *Procedure Text*

Generic Structure	Text
Aim/Goal	<b>How to make a cup of coffee</b>
Materials	1. Hot water 2. A teaspoon of coffee 3. Two teaspoons of sugar 4. A Spoon 5. A cup
Steps	First, <b>prepare</b> the materials. Second, <b>pour</b> coffee and sugar into the cup. Third, <b>add</b> hot water and then <b>stir</b> it well. Finally, a cup of coffee is ready to be served.

### NOTE:

1. The text above is a procedure text.
2. The function of a procedure text is to describe how something is achieved through a sequence of actions or steps.
3. The generic structure of a procedure text are:
  - Goal/Aim
  - Materials
  - Steps
4. The lexicogrammatical feature of a procedure text are the following :
  - a. Use Simple Present Tense.
  - b. Use imperative, example: prepare the materials, pour coffee, etc.
  - c. Use action verbs, example: add, stir, etc.
  - d. Use conjunctions, example: first, second, third, then, next, after that , finally etc.

## C. Method

Suggestopedia method.

**Stages:** I C A R E

(I) Introduction



		<p>on the envelopes which they get.</p> <p><input checked="" type="checkbox"/> Ask the students to open their envelopes.</p> <p><input checked="" type="checkbox"/> Choose some students to tell in front of the class.</p>	2  Task 3		
3.	<i>Application</i> <b>Elaboration</b>	<p><input checked="" type="checkbox"/> Ask the students to interview their friends.</p> <p><input checked="" type="checkbox"/> Ask the students to present the result of the interview.</p> <p><input checked="" type="checkbox"/> Ask the students to stick their result on the wall magazine.</p>	Task 4	20  10  5	Commun- icative  Responsi- bility  Diligence
4	<b>Post-teaching</b> <i>Reflection</i>  <b>confirmation</b>	<p><input checked="" type="checkbox"/> Ask the students about the characteristic of procedure text.</p> <p><input checked="" type="checkbox"/> Ask the students about the difficulties that they find during the learning process.</p> <p><input checked="" type="checkbox"/> Make a conclusion of learning and strengthening the learned material.</p> <p><input checked="" type="checkbox"/> Ask the students to write a reflection</p>		5	Commun- icative  Responsi- bility  Diligence
5	<i>Extention</i>	<p><input checked="" type="checkbox"/> Ask the students to make a video how to make fried noodle.</p> <p><input checked="" type="checkbox"/> Close the lesson.</p>	Task 5	5	Responsi b-ility

#### E. Learning Resources

- ☒ Lembar Kerja Siswa ( The English Teacher 's idea )
- ☒ Relevant picture.

- ☒ Oxford Pocket Dictionary by John Echol

## F. Assessing

Indicator : The students are able to make a procedure text by using spoken language by using an accurate spoken language, fluent and acceptable to interact with the nearest environment.

- ☒ Technique : oral production.
- ☒ Bentuk : oral test
- ☒ Instrumen :
1. Answer these questions orally! ( Listening and Speaking )
  2. Tell what are you going to make based on the envelopes which you get!
  3. Tell in front of the class based on your food or drink!.
  4. Ask your friend about the food or drink which will he or she make!.
  5. Make a video how to make fried noodle at home!

## G. Scoring Criteria

The scoring of the speaking test stated by Brown and Bailey cited in Faizah, (2012:32).

No	Speaking Components	Indicators	Points
1.	Pronunciation	a) Students have few traces of foreign accent. b) Students are always intelligible, though one is conscious of definite accent. c) Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. d) Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat. e) Students have pronunciation problem severe as to make speech virtually unintelligible.	5 4 3 2 1

2.	Grammar	<p>a) Students make a few noticeable errors of grammar in order. 5</p> <p>b) Students occasionally make grammatical or word errors which or not, however obscure meaning. 4</p> <p>c) Students make frequent errors of grammar and word order which occasionally obscure meaning. 3</p> <p>d) Students have grammar and word errors make comprehension difficult. 2</p> <p>e) Students have error in grammar and word order so severe as to make speech virtually unintelligible. 1</p>	
3.	Vocabulary	<p>a) Students' use of vocabulary and idioms is virtually that of native speaker. 5</p> <p>b) Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies. 4</p> <p>c) Students frequently are wrong words conversation somewhat limited because of inadequate vocabulary. 3</p> <p>d) Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult. 2</p> <p>e) Students have limitation vocabulary so extreme as to make conversation virtually. 1</p>	
4.	Fluency	<p>a) Students have speech as fluent and effortless as that native speaker. 5</p> <p>b) Students have speed of speech seems to be affected by language problems. 4</p> <p>c) Students have speed and fluently rather strongly. 3</p> <p>d) Students usually hesitant often 2</p>	



		force in to silence by language limitation. e) Students have speech is as halting and fragmentary as to make conversation virtually impossible.	1
5.	Comprehension	a) Students appear to understand everything without difficult. b) Students understand nearly everything at normal speed, although occasionally repetition may be necessary. c) Students understand most what is said at slower than normal speed with repetition. d) Students have great difficulty following what is said. Can comprehend only social conversation spoken slowly. e) Student cannot say to understand even simple conversational English.	5 4 3 2 1

SCORE = maximum score (20)x 5 = 100

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Table 18. The Observation Note of Cycle I

No	Stages	Teacher Activities	Student Activities	Teacher Activities		Student Activities		Note
				Yes	No	Yes	No	
1.	<b>Pre-teaching</b> (Introduction)	Greeting, praying, calling the roll	Response the teacher greeting.	✓	-	✓	-	The teacher and the students were excited.
		Get the students' enthusiasm by using song.	Sing a song.	-	✓	-	✓	The teacher unpleasant to sing a song.
		Tell the students what they will do today (an extraordinary learning)	Pay attention to the teacher.	✓	-	✓	-	The students were curious.
2	<b>Whilst-teaching</b> (Connection)	Show a cup coffee and ask some correlated questions.	See the teacher demonstration.	✓	-	✓	-	The teacher also used her body language to attract the students' interest.
		Give the envelopes for each students (the envelopes explore about procedure text)	Get the envelopes.	-	-	-	-	This stage was done after the teacher demonstrated the story.

Continue Table 18. The Observation Note of Cycle I

	Ask the students to close their eyes.	Close their eyes.	✓	-	✓	-	Almost of all of the students did the teacher instructions.
	Play classical music.	Listen to the music	✓	-	✓	-	The music played was full house (instrumental). The music took the students on relax situation.
	Tell the short story entitled "what should I make?"	Hear the story.	✓	-	✓	-	The teacher tell the story without demonstration.
	Ask the students to open their eyes.	Open their eyes.	✓	-	✓	-	The students saw their friends each other.
	Demonstrate the short story entitled "what should I make?" by using realia or picture and tell to them to guess the meaning of the verb by seeing the teacher demonstration.	Pay attention to the teachers' demonstration and fill the worksheet.	✓	-	✓	-	The teacher demonstrated the story and able to attract her students.
	Distribute the text of the story.	Get the text.	✓	-	✓	-	Each students had one text.

Continue Table 18. The Observation Note of Cycle I

		Ask the students to repeat the teacher pronunciation and ask one student to demonstrate it.	Repeat the teachers' pronunciation.	✓	-	✓	-	The teacher correct the students' wrong pronunciation.
		Ask the students to open their envelopes.	Open the envelopes.	✓	-	✓	-	The students were wondering the content of the envelopes by asking and whispering their left and right friends.
		Choose some students to tell in front of the class.	Some students tell in front of the class.	✓	-	✓	-	Some students tell their own procedure text in front of the class.
3.	<i>Application</i> <b>Elaboration</b>	Ask the students to interview their friends.	Do the interview.	✓	-	✓	-	Students stand up and do the interview to their friends in turn.
		Ask the students to present the result of the interview.	Present the result of the interview.	✓	-	✓	-	Two students are chosen to present the result of the interview.
		Ask the students to stick their result on the wall magazine.	Stick the result on the wall magazine.	✓	-	✓	-	All of the students' worksheet were stucked on the wall magazine.

Continue Table 18. The Observation Note of Cycle I

4	<b>Post-teaching</b> <i>Reflection</i>	Ask the students about the characteristic of procedure text.	Answer the teacher questions.	✓	-	✓	-	Not all of the students answered the teacher questions. There were some students who didn't answer hers.
		Ask the students about the difficulties that they find during the learning process.	Tell the difficulty.	-	✓	-	✓	The teacher didn't do this step because of the limited time.
		Make a conclusion of learning and strengthening the learned material.	Hear and pay attention to the teacher.	✓	-	✓	-	Beside did this step, the teacher also looked the students' understanding by giving repeated question.
		Ask the students to write a reflection	Write a reflection.	-	✓	-	✓	The teacher didn't do this step because of no preparation of the card reflection.
5	<i>Extention</i>	Tell the students that their English performance will be recorded on the next meeting.	Pay attention to the teacher.	✓	-	✓	-	The students asked some questions related to the video.
		Close the lesson by using salam or parting.	Reply the salam or parting.	✓	-	✓	-	The class ended early because of the teacher had another meeting.



Table 19. The Result of Cycle I (Speaking Score)

NO	Students' Initial Name	Aspects					TOTAL ( $\sum$ score x 4)
		pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AAA	3	3	2	3	2	52
2	AAAF	4	3	4	4	4	76
3	AS	3	3	3	3	3	60
4	DNF	3	4	4	4	4	76
5	ENF	3	4	3	2	2	56
6	LNB	3	3	3	2	3	56
7	LTK	4	3	4	3	3	68
8	MT	4	4	5	5	5	92
9	MWA	3	4	3	2	2	56
10	MAF	4	3	3	3	4	68
11	MHF	2	3	3	3	3	56
12	MNA	4	4	3	4	4	76
13	MZI	5	3	5	5	5	92
14	NWS	3	3	3	3	3	60
15	NFN	3	4	3	2	2	56
16	NM	4	4	4	4	3	76
17	NFM	3	3	3	3	3	60
18	NIA	4	4	3	4	4	76
19	PNF	4	3	4	4	4	76
20	RAR	4	4	5	5	5	92



21	<b>RF</b>	4	3	3	3	4	68
22	<b>RKM</b>	4	5	4	4	3	80
23	<b>SSM</b>	3	3	2	3	3	56
24	<b>SA</b>	4	3	3	3	4	68
25	<b>STY</b>	4	4	3	4	4	76
26	<b>SM</b>	4	4	3	3	3	68
27	<b>SA</b>	4	4	3	4	4	76
28	<b>TBP</b>	3	4	3	2	2	56
29	<b>US</b>	4	5	4	5	5	92
30	<b>YA</b>	3	4	3	2	2	56
31	<b>ZM</b>	4	4	3	4	4	76
32	<b>ZAMM</b>	4	4	3	3	3	68
	<b>TOTAL SCORE</b>						2220
	<b>AVERAGE (<math>\sum</math> Total Score)/N</b>						69,375

## LESSON PLAN CYCLE 2

School	:	<b>MTs N 01 Kudus</b>
Subject	:	English
Class /Semester	:	VII / 2
Standard competent	:	10. Speaking
Basic competence		Express the meaning in spoken functional text and very simple short monologue in form of procedure and descriptive to interact with the nearest environment.  10.2  Express the meaning in very simple short monologue by using an accurate spoken language, fluent and acceptable to interact with the nearest environment in form of procedure and descriptive.
Indikator	:	<b>Speaking</b> 4. The students are able to identify the characteristic of prochedure text. 5. The students are able to identify a verb with the correct intrepetation. 6. The students are able to make a procedure by using spoken language.
Genre	:	<i>Procedure</i>
Skill	:	Speaking
Time allocation	:	6 x 40 minutes

### B. Aim Learning

The students are able to make a procedure text by using spoken language by using an accurate spoken language, fluent and acceptable to interact with the nearest environment.

## B. Learning Material

### *Procedure Text*

Generic Structure	Text
Aim/Goal	<b>How to make a paper mask</b>
Materials	a) Thick paper b) Scissors c) Two rubber bands d) Coloring pencils e) A cutter
Steps	1) Color the picture in a thick paper. 2) Use the scissors to cut the picture. Follow the line. 3) Use the cutter to make the holes on the eyes. 4) Use the cutter to make a small hole in each ear.

### **NOTE:**

5. The text above is a procedure text.
6. The function of a procedure text is to describe how something is achieved through a sequence of actions or steps.
7. The generic structure of a procedure text are:
  - Goal/Aim
  - Materials
  - Steps
8. The lexicogrammatical feature of a procedure text are the following :
  - e. Use Simple Present Tense.
  - f. Use imperative, example: prepare the materials, pour coffee, etc.
  - g. Use action verbs, example: add, stir, etc.
  - h. Use conjunctions, example: first, second, third, then, next, after that , finally etc.

### C. Method

Suggestopedia method.

**Stages:** I C A R E

- (I) Introduction
- (C) Connection
- (A) Application
- (R) Reflection

### D. Steps of Learning

No	Stages	Activities	Task	Duration (minutes )	Characters
1.	<b>Pre-teaching</b> <i>(Introduction)</i>	<input checked="" type="checkbox"/> Greeting, praying, calling the roll	Task 1	5	Religious Respects
		<input checked="" type="checkbox"/> Do the review of the students’ understanding of procedure text by using “ball in turn”			
2	<b>Whilst-teaching</b> <i>(Connection)</i>  <b>Eksploration</b>	Ask some students to come up and do the “memory game”	Task 2	5	Respect
		Ask the students to write a verb on the whiteboard one by one in turn (the teacher able to play a music during this step).	Task 3		
		Tell the students how to make paper mask.			
		Distribute the text.			
		Ask the students to read the text together.		5	

		Ask the students to answer task 4.	Task 4	10	
		Distribute the thick paper.			
		Ask the students to make paper mask based on the picture that they get.			
		Ask the students to try their paper mask.			
3.	<i>Application</i> <b>Elaboration</b>	<input checked="" type="checkbox"/> Choose some students to tell in front of the class how to make paper mask.	Task 5	35	Communi- cative Responsi- bility Diligence
4	<b>Post-teaching</b> <i>Reflection</i>  <b>confirmation</b>	<input checked="" type="checkbox"/> Ask the students about the characteristic of procedure text.		5	Communi- cative Responsi- bility Diligence
		<input checked="" type="checkbox"/> Ask the students about the difficulties that they find during the learning process.			
		<input checked="" type="checkbox"/> Make a conclusion of learning and strengthening the learned material.			
		<input checked="" type="checkbox"/> Ask the students to write a reflection			
5	<i>Extention</i>	<input checked="" type="checkbox"/> Ask the students to make a video how to make fried noodle.	Task 6	5	Responsib- ility
		<input checked="" type="checkbox"/> Close the lesson.			

### E. Learning Resources

- ☑ Lembar Kerja Siswa ( The English Teacher 's idea )
- ☑ Relevant picture.
- ☑ Oxford Pocket Dictionary by John Echol

### F. Assessing

Indicator : The students are able to make a procedure text by using spoken language by using an accurate spoken language, fluent and acceptable to interact with the nearest environment.

- ☑ Technique : oral production.
- ☑ Bentuk : oral test
- ☑ Instrument :
  - 1) Answer these questions orally! ( Listening and Speaking )
  - 2) Do the memory game!
  - 3) Write a verb on the whiteboard one by one in turn (the teacher able to play a music during this step) !
  - 4) Write the verbs and the nouns used in the text below!
  - 5) Tell to your friends, how to make a paper mask!
  - 6) Make a video about the learned material!

### G. Scoring Criteria

The scoring of the speaking test stated by Brown and Bailey cited in Faizah, (2012:32).

No	SpeakingComponents	Indicators	Points
1.	Pronunciation	a) Students have few traces of foreign accent. b) Students are always intelligible, though one is conscious of definite accent. c) Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. d) Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat. e) Students have pronunciation	5  4  3  2  1



		problem severe as to make speech virtually unintelligible.	
2.	Grammar	<p>a) Students make a few noticeable errors of grammar in order.</p> <p>b) Students occasionally make grammatical or word errors which or not, however obscure meaning.</p> <p>c) Students make frequent errors of grammar and word order which occasionally obscure meaning.</p> <p>d) Students have grammar and word errors make comprehension difficult.</p> <p>e) Students have error in grammar and word order so severe as to make speech virtually unintelligible.</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
3.	Vocabulary	<p>a) Students' use of vocabulary and idioms is virtually that of native speaker.</p> <p>b) Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies.</p> <p>c) Students frequently are wrong words conversation somewhat limited because of inadequate vocabulary.</p> <p>d) Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult.</p> <p>e) Students have limitation vocabulary so extreme as to make conversation virtually.</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
4.	Fluency	<p>a) Students have speech as fluent and effortless as that native speaker.</p> <p>b) Students have speed of speech seems to be affected by language problems.</p> <p>c) Students have speed and fluently</p>	<p>5</p> <p>4</p>

		rather strongly. d) Students usually hesitant often force in to silence by language limitation. e) Students have speech is as halting and fragmentary as to make conversation virtually impossible.	3 2 1
5.	Comprehension	a) Students appear to understand everything without difficult. b) Students understand nearly everything at normal speed, although occasionally repetition may be necessary. c) Students understand most what is said at slower than normal speed with repetition. d) Students have great difficulty following what is said. Can comprehend only social conversation spoken slowly. e) Student cannot say to understand even simple conversational English.	5 4 3 2 1

SCORE = maximum score (20) x 5 = 100

Researcher,

Kudus,..... 2014

Teacher,

Wahyu Erwanto  
NIM 2010-32-202

Hj.Chasnah, S.Pd,M.Pd.I  
NIP 19680108 199203 2 002

## STUDENTS WORKSHEET

### TASK 1 Answer these questions orally! ( Listening and Speaking )

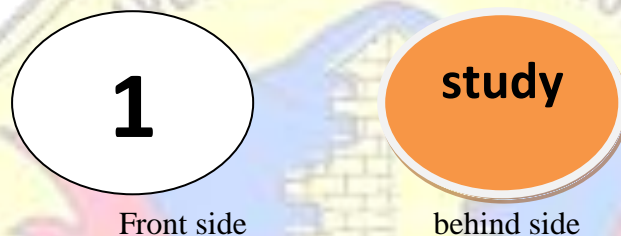
1. Do you know a paper mask?
2. Can you make it?
3. How do you mak it?

### TASK 2. Do the memory game!

the explanation of memory game :

Memory game → it is a game which explores the students' memory. The steps for playing the game are :

- a) The teacher should prepare the card like following :



- b) Show the behind side to the students.
- c) Ask the students to memorize the verb.
- d) Show the front side of the card.
- e) Ask the students to point out the number after the teacher says the verb.  
Example: if the teacher say study so the students should point out the card number one. For the card which can not be guessed by the students the teacher will demonstrate the verb.

### TASK 3. Write a verb on the whiteboard one by one in turn !

### TASK 4. Write the verbs and the nouns used in the text below!

Aim/Goal	How to make a paper mask
Materials	f) Thick paper g) Scissors h) Two rubber bands i) Coloring pencils j) A cutter
Steps	5) Color the picture in a thick paper.

	6) Use the scissors to cut the picture. Follow the line. 7) Use the cutter to make the holes on the eyes. 8) Use the cutter to make a small hole in each ear.
--	--

Verbs : .....

Nouns : .....

**TASK 5. Tell to your friends, how to make a paper mask!**

**TASK 6. Make a video about the learned material!**



Table 20. The Observation Note of Cycle II (Wednesday, 28<sup>th</sup> May 2014)

No	Stages	Teacher Activities	Student Activities	Teacher Activities		Student Activities		Note
				Yes	No	Yes	No	
1.	<b>Pre-teaching</b> (Introduction)	Greeting, praying, calling the roll	Response the teacher greeting.	✓	-	✓	-	The teacher and the students were excited.
		Do the review of the students' understanding of procedure text by using "ball in turn"	Catch the ball and answer the teachers' questions.	✓	-	✓	-	The class were crowded but when the teacher thrown the ball the class became silent.
2	<b>Whilst-teaching</b> (Connection)	Ask some students to come up and do the "memory game"	Play the game with the teachers' guidance.	✓	-	✓	-	The teacher explored the verb that was used in prochedure text by using the game.
		Ask the students to write a verb on the whiteboard one by one in turn (the teacher able to play a music during this step).	Write a verb.	✓	-	✓	-	To make the time shorter and after 6 students wrote the verb in front of the class, the teacher only asked the students orally in turn.
		Tell the students how to make paper mask.	Hear the teachers' explanation.	✓	-	✓	-	The students wondered the steps how to make paper mask.
		Distribute the text.	Get the text.	✓	-	✓	-	The teacher give one text for each student..



Continue Table 20. The Observation Note of Cycle II

		Ask the students to read the text together.	Read the text.	✓	-	✓	-	The students read the text in choir.
		Ask the students to answer task 4.	Answer task 4	✓	-	✓	-	The students analysed the text and answer the question. The class situation was quite crowded.
		Distribute the thick paper.	Get the thick paper.	✓	-	✓	-	The students saw their friends each other(wondering)
		Ask the students to make paper mask based on the picture that they get.	Make paper mask.	✓	-	✓	-	The students gave the color for their paper mask.
		Ask the students to try their paper mask.	Try the paper mask.	✓	-	✓	-	The students were fun doing this activity.
3.	<i>Application</i> <b>Elaborati</b>	Choose some students to tell in front of the class how to make paper mask.	Some students tell in front of the class.		✓	-	✓	This step was skipped by the teacher.
4	<b>Post-teaching</b> <i>Reflection</i>	Ask the students about the characteristic of procedure text.	Answer the teacher questions.	✓	-	✓	-	All of the students answer the questions.
		Ask the students about the difficulties that they find during the learning process.	Tell the difficulty.	-	✓	-	✓	The teacher didn't do this step because of the limited time.



Continue Table 20. The Observation Note of Cycle II

		Make a conclusion of learning and strengthening the learned material.	Hear and pay attention to the teacher.	✓	-	✓	-	Beside did this step, the teacher also looked the students' understanding by giving repeated question.
		Ask the students to write a reflection	Write a reflection.	✓	-	✓	-	The students wrote their feeling during the learning process, impression and their suggestion for the next meeting.
5	<i>Extension</i>	Tell the students that their English performance will be recorded on the next meeting.	Pay attention to the teacher.	✓	-	✓	-	The students asked some questions related to the video.
		Close the lesson by using salam or parting.	Reply the salam or parting.	✓	-	✓	-	The class ended on time.

Table 21. The Result of Cycle II (Speaking Score)

NO	Students' Initial Name	Aspects					TOTAL ( $\Sigma$ score x 4)
		pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AAA	3	3	4	3	3	64
2	AAAF	4	5	4	5	4	88
3	AS	4	4	4	4	4	80
4	DNF	5	4	5	4	4	88
5	ENF	4	5	4	3	3	76
6	LNB	5	5	4	3	3	80
7	LTK	5	4	5	4	4	88
8	MT	5	4	5	5	5	96
9	MWA	4	4	3	3	3	68
10	MAF	3	3	4	5	4	76
11	MHF	4	5	4	4	3	80
12	MNA	4	5	3	3	4	76
13	MZI	4	5	4	5	5	92
14	NWS	4	4	3	4	4	76
15	NFN	3	3	4	3	3	64
16	NM	5	5	4	4	4	88
17	NFM	3	3	5	4	4	76
18	NIA	4	5	4	4	3	80
19	PNF	4	5	5	5	4	92
20	RAR	5	4	5	5	5	96

Continue table 21

21	<b>RF</b>	4	5	5	4	5	92
22	<b>RKM</b>	5	5	4	5	5	96
23	<b>SSM</b>	4	5	3	4	4	80
24	<b>SA</b>	5	4	4	4	5	88
25	<b>STY</b>	3	5	5	4	3	80
26	<b>SM</b>	3	3	4	5	4	76
27	<b>SA</b>	4	4	4	5	5	88
28	<b>TBP</b>	4	4	3	4	4	76
29	<b>US</b>	5	5	4	5	5	96
30	<b>YA</b>	4	5	4	4	3	80
31	<b>ZM</b>	4	5	4	4	3	80
32	<b>ZAMM</b>	5	5	4	4	4	88
	TOTAL SCORE						2644
	AVERAGE ( $\sum$ Total Score)/N						82,625

## Students' Reflection in cycle II



keine bis maximal 10% der Werte

Person:

KE REN

Vol 9st

Lesson:

Kesan: Adujardannya menyeronokkan

Regist: 6000000000000000

pengajaran seperti ini lagi

- How to make a paper mask

\*Senang karena bisa membuat  
totebag sendiri & kreasi sendiri

\*

Pesan : Smoga sageset luwih  
Sae.

Kesan : Pelajarane nyenengke  
hati, pikiran +  
pikiran dadi Fresh



## The Picture of Activities in the Classroom

(cycle 1)





**The Picture of Activities in the Classroom**  
**(cycle II)**



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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**Kampus Gondang Manis Bae Kudus PO.Box 53 Telp/Fax (0291)437198**

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**STATEMENT**

Name : Wahyu Erwanto  
NIM : 2010-32-202  
Study Program : English Education Department  
Tittle : IMPROVING THE SPEAKING ABILITY OF THE  
SEVENTH GRADE STUDENTS OF MTS N 01 KUDUS  
TAUGHT BY USING SUGGESTOPEDIA METHOD IN  
ACADEMIC YEAR 2013/2014

States that this paper represents result which the writer has done by himself and considered to his paper, it does not contain items that have been used as requirement completion of study at the other college. The writer only take some citations in other study to be the reference of related literature.

If the reality of this statement is not true, so it fully becomes his responsibility.

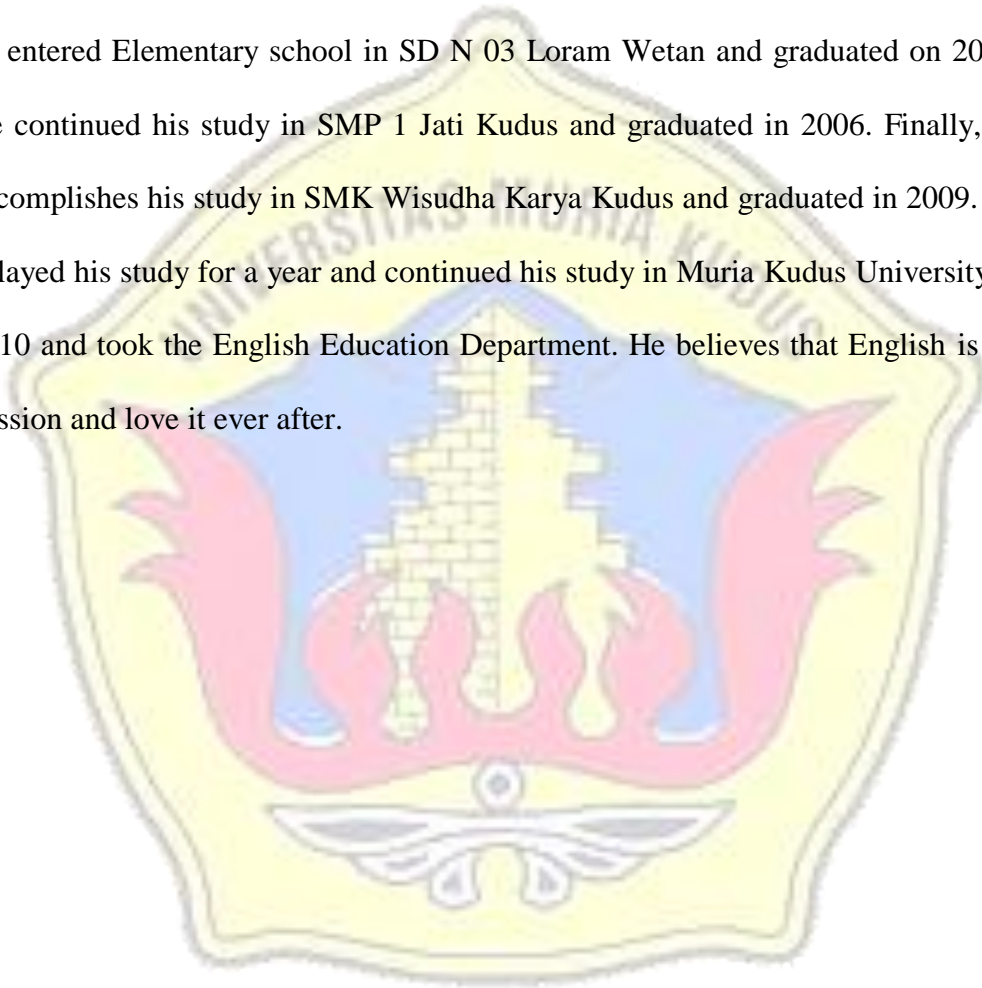
Kudus, July 2014

The Writer

Wahyu Erwanto

## CURRICULUM VITAE

Wahyu Erwanto was born on July 26<sup>th</sup>, 1991 in Kudus. He lives in Banget Kaliwungu Kudus. The first formal education for him was Kindergarten in TK Himpunan Wanita Karya (HWK) for one year and graduated in 1997. Then, he entered Elementary school in SD N 03 Loram Wetan and graduated on 2003. He continued his study in SMP 1 Jati Kudus and graduated in 2006. Finally, he accomplishes his study in SMK Wisudha Karya Kudus and graduated in 2009. He delayed his study for a year and continued his study in Muria Kudus University in 2010 and took the English Education Department. He believes that English is his passion and love it ever after.





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## UNIVERSITAS MURIA KUDUS

Kampus UMK Gondangmanis Bae Kudus PO. Box 53, Telepon/Fax. (0291) 438229

## PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan dibawah ini, saya:

Nama : Wahyu Erwanto  
 NIM/Semester : 201032202/8  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami melampirkan hal-hal sebagai berikut,

1. Surat pernyataan mahasiswa tentang orisinalitas skripsi
2. Surat keterangan selesai bimbingan skripsi
3. Naskah skripsi 4 eksemplar
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan ujian terakhir.

Kudus, 14 Agustus 2014

Mengetahui,


Ka. Progd Pendidikan Bahasa Inggris

Pemohon



Diah Kurniati, S.Pd, M.Pd

NIS. 0610701000001190



Wahyu Erwanto

NIM. 201032202



**KEMENTERIAN AGAMA  
MADRASAH TSANAWIYAH NEGERI 1 KUDUS**

Prambatan Kidul Telepon (0291) 431777 Kudus

Email : mts\_negeri\_kudus@yahoo.co.id

Web. www.mtsn1kudus.com

**SURAT KETERANGAN**

Nomor : Mts.11.19.84/PP.00.340/2014

**DASAR** : Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus Nomor : 1258FKIP.UMK/B.09.884/V/2014 tanggal 6 Mei 2014 hal Permohonan Ijin Penelitian.

bahwa kami Kepala Madrasah Tsanawiyah Negeri 1 Kudus,

**MENERANGKAN** : Nama : **WAHYU ERWANTO**  
NIM : 2010-32-202  
Fakultas/Progd : FKIP / Pendidikan Bahasa Inggris  
Telah melaksanakan Penelitian Skripsi di MTs Negeri 1 Kudus mulai tanggal 7 Mei s.d. 21 Juni 2014, guna penyusunan Skripsi yang berjudul **"IMPROVING THE SPEAKING ABILITY OF THE SEVENTH GRADE STUDENTS OF MTs NEGERI 1 KUDUS IN THE ACADEMIC YEAR 2013/2014 TAUGHT BY USING SUGGESTOPEDIA METHOD"**

Demikian surat keterangan ini dibuat guna seperlunya.

Kudus, 01 Juli 2014



H. Adi Musyafak, S.Ag., M.Pd.16  
NIP.196706061990031002

Tembusan Yth,  
Kepala Kantor Kementerian Agama Kab. Kudus

Form A2



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UNIVERSITAS MURIA KUDUS  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Kampus UMK Gondangmanis Bae Kudus PO Box 53 ☎ 0291-438229

### PENETAPAN PEMBIMBING SKRIPSI

Nomor : 013/FKIP.UMK/PBI-SEMESTER GENAP/II/2014.

Dengan hormat, kami memberikan tugas kepada:

1. Nama Dosen	:	Nuraeningsih, S.Pd, M.Pd
NIP/NIS	:	0610701000001201
Jabatan/Pangkat/Golongan	:	Asisten Ahli / Penata Muda Tk. I / III b
2. Nama Dosen	:	Diah Kurniati, S.Pd, M.Pd
NIP/NIS	:	0610701000001190
Jabatan/Pangkat/Golongan	:	Lektor / Penata / III c
Untuk berturut-turut menjadi Pembimbing I dan II Skripsi yang akan ditulis oleh mahasiswa :		
Nama	:	WAHYU ERWANTO
NIM/Semester	:	2010-32-202
Jumlah SKS Diperoleh / IPK	:	
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Tema/Judul	:	Improving the Speaking Ability of the Seventh Grade Students of MTs N 01 Kudus Taught by Using Suggestopedia Method in Academic Year 2013/2014

Sehubungan dengan hal tersebut, mohon usulan tersebut dapat disetujui.

Menyetujui:  
Kaprodi FKIP,  
  
**Dr. Slamet Utomo, M.Pd**  
NIP. 19621219 198703 1 001

Kudus, 17 Pebruari 2014,  
Ka.Progdi PBI,

**Diah Kurniati, S.Pd, M.Pd**  
NIS. 0610701000001190





BERITA ACARA PERSETUJUAN JUDUL SKRIPSI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Pada hari Sabtu tanggal 17 bulan Januari tahun 2014 telah  
dilaksanakan bimbingan persetujuan judul skripsi atas nama mahasiswa :

Nama : Wahyu Erwanto  
NIM : 2010-32-202  
Program Studi : Pendidikan Bahasa Inggris  
Judul yang disetujui : Improving the Speaking Ability of the Seventh  
Grade students of MTS N 01 Kudus Taught  
by Using Suggestopedia Method in Academic  
Year 2013/2014.

Dengan hormat kepada Wakil Dekan I untuk bisa menindaklanjutinya dengan pembuatan Surat  
Keputusan pembimbingan.

Mengetahui  
Kaprodi PBI FKIP

Diah Kurniati, S.Pd., M.Pd.

Kudus, 17-1-2014  
Pembimbing I

Nuraeningsih, S.Pd., M.Pd.

Pembimbing II

Diah Kurniati, S.Pd., M.Pd.

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS  
 UNIVERSITAS MURIA KUDUS  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Kampus UMK, Gondangmanis Bae Kudus Po Box 53 phone/fax.0291-438229

## BERITA ACARA BIMBINGAN

Nama : Wahyu Erwanto  
 Nim/semester : 2010/32/202 / 8  
 Program studi : Bahasa Inggris  
 Pembimbing : 1. Nuraeningsih, S.Pd, M.Pd  
 2. Diah Kurniati, S.Pd, M.Pd

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
1.	5/3 2014	Proposal			revisi
2.	5/4 2014	Proposal			revisi
3.	12/4 2014	Proposal			Maka selesai

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
4.	9/4	Proposal			Ass
5.	17/4	proposal I			Revisi!
6.	21/4	proposal I			ok 1
7.	21/4	proposal 2-3			Revisi!
8.	22/4	proposal 2-3			ok!
9.	2/5	ok 1 - 3			ok
10.	11/5	ok 4 - 6			ok
11.	18/5	All draft			revisi

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
12.	3/8	All diff			ok
13.	12/8	1V - V - U			done!
14.	14/8	1V - V - VI			ok!
15.	17/8	Rec diff			ok!

[illegible]

**YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS**  
**UNIVERSITAS MURIA KUDUS**

Kampus UMK Gondangmanis Bae Kudus PO. Box 53, Telepon/Fax. (0291) 438229

**KETERANGAN SELESAI BIMBINGAN**

Yang bertanda tangan dibawah ini, saya:

Nama : Nuraeningsih, S.Pd, M.Pd  
NIS : 0610701000001201  
Jabatan : Pembimbing I

Nama : Diah Kurniati, S.Pd, M.Pd  
NIS : 0610701000001190  
Jabatan : Pembimbing II

Menerangkan bahwa  
Nama : Wahyu Erwanto  
Nim : 201032202  
Program Studi : Pendidikan Bahasa Inggris

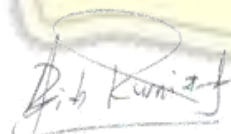
Telah menyelesaikan bimbingan skripsi dengan judul:

"Improving the Speaking Ability of the Seventh Grade Students of MTs N 01 Kudus taught by using Suggestopedia Method in Academic Year 2013/2014".

Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan ujian terakhir.

Pembimbing II

Kudus, 14 Agustus 2014  
Pembimbing I



Diah Kurniati, S.Pd, M.Pd  
NIS 0610701000001190



Nuraeningsih, S.Pd, M.Pd  
NIS 0610701000001201